Michigan School Accountability Scorecards Business Rules

2013

Contents

Overview

The purpose of this document is to provide a description of the Michigan School Accountability Scorecards as well as the high-level business rules used in their calculation. The Scorecards replace the AYP report cards used in previous years.

Scorecard Display

SAMPLE ELEMENTARY NAME					STATUS: GREEN
SAMPLE DISTRICT NAME					REWARD SCHOOL

based on TTB, Gap, and AYP criteria

based on TTB, Gap, BTO, and AYP criteria

Student Group	Content Areas				
	Mathematics	Reading	Writing	Science	Social Studies
All Students	2	2	2	2	-
Bottom 30%	2	2	2	2	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	2	2	2	1	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
White	2	2	2	2	-
Two or more races	-	-	-	-	-
Hispanic of any race	1	2	2	1	-
Economically Disadvantaged	1	1	1	1	-
English Language Learners	-	-	-	-	-
Students with Disabilities	1	1	1	1	-
Overall	45 / 56 = 80% of points earned				

based on AYP criteria

Graduation Rate: XX%	Attendance Rate: XX%
Educator Evaluations: In Good Standing	
Compliance Factors: None	

based on AYP criteria

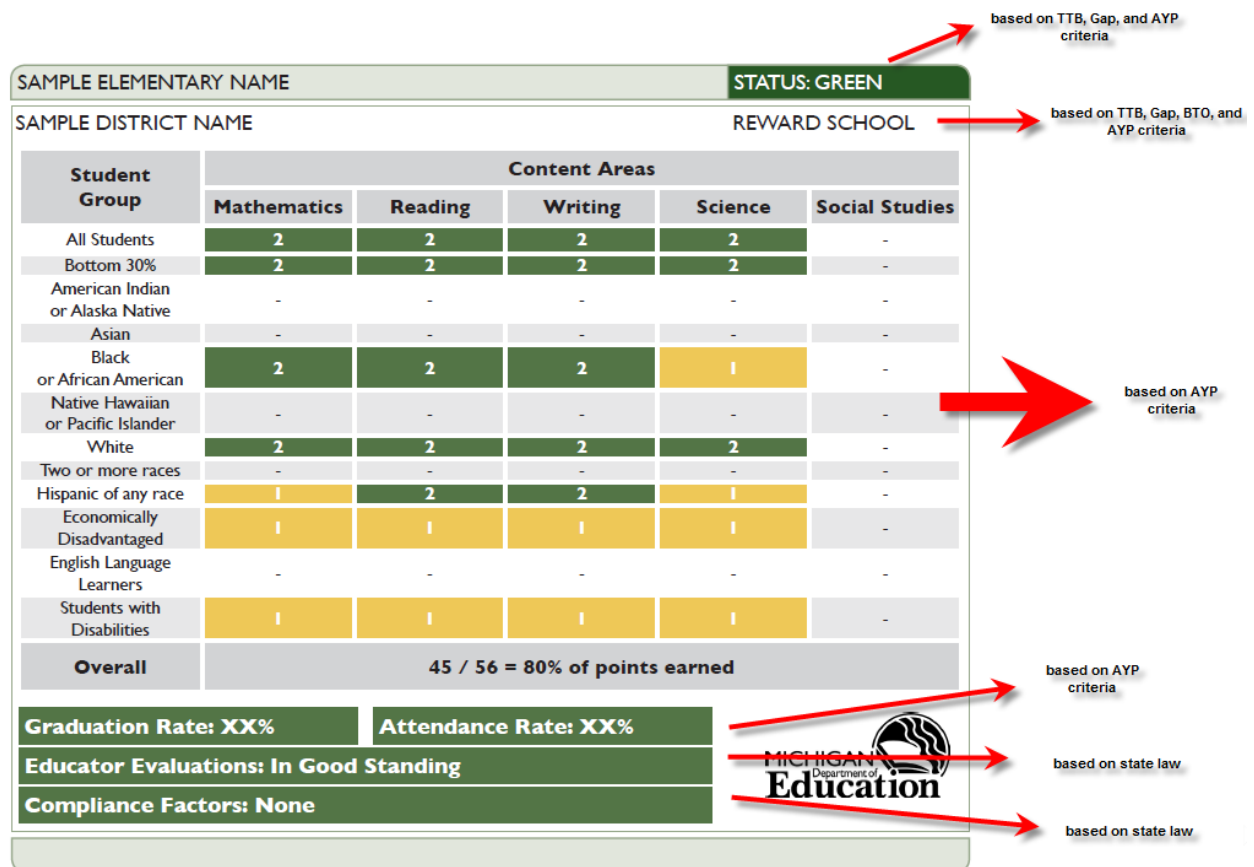based on state law

based on state law

Figure 1: Example of Scorecard for Reward School

Every public school and district will receive a scorecard like the one shown in figure 1. The scorecard contains an overall color status, a label designation, a breakdown by content area and subgroup, graduation or attendance rates, as well as educator evaluation and compliance factors statuses.

The scorecard uses several different existing accountability systems to derive an overall status and label. A new coloring and labeling scheme is used in order to keep the display simple while providing a more detailed look at a school's or district's strengths and weaknesses.

The following section covers each area of the scorecard in detail.

Scorecard Components

Color Status

Overall status is denoted in the upper right corner of the score card. This status is derived from the Top to Bottom list, and traditional accountability measures.

School Label

Schools can have one of three labels: Priority, Focus, and Reward. It is also possible for a school not to have a label. Districts will not have any labels. Labels are based on outcomes from the Top to Bottom list, the Achievement Gap Measure, the Beating the Odds list, and traditional accountability measures.

Participation and Proficiency

The middle section of the scorecard covers proficiency and participation calculations for the subgroups. The cells are colored according to how a subgroup makes the proficiency targets. Numerical values in each cell correspond to the color.

Green cells have a point value of 2 and mean the subgroup met the participation and proficiency target for the content area. Yellow cells have a point value of 1 and mean the subgroup met the participation target and the safe harbor improvement target to attain proficiency. Red cells have no point value and mean the subgroup did not meet the participation requirement or did not meet the proficiency/safe harbor improvement target or both participation and proficiency/safe harbor targets were not met.

Graduation Rate

Graduation Rate is denoted in the lower left corner of the score card. This status is derived from previous Adequate Yearly Progress criteria. If a school has a graduation rate of at least 80%, it will receive a green cell for graduation rate; if it makes the graduation rate improvement target, it will receive a yellow cell; and if it misses both the rate and the improvement target, it will receive a red cell.

Attendance Rate

Attendance Rate is denoted in the lower right corner of the score card. This status is derived from previous Adequate Yearly Progress criteria. If a school meets the attendance target (90%), it will receive a green cell for attendance rate; if it misses the attendance target, it will receive a red cell.

Educator Evaluations

Educator Evaluations are based on State law. All of Michigan's educators will be evaluated using measures of student growth and the results of these evaluations will be reported into MDE's data systems. This section also shows the Teacher Student Data Link (TSDL) completion rate. The lower left section of the scorecard covers Educator Evaluations. Educator Evaluations will be reported as "In Good Standing" or "Not in Good Standing" based on compliance with State law. Those in good standing will receive a green cell, and those not in good standing will receive a red cell.

Compliance Factors

Compliance Factors are based on State law. All schools are required by State law to have a School Improvement Plan, and to complete School Performance Indicator reports. The lower left section of the scorecard covers Compliance Factors. If a school completes all of its required reports it will receive a green cell for the Compliance Factors. If a school does not complete its required reports, it will receive a red cell for Compliance Factors.

Districts do not have their own reports to file, however they will still receive a Compliance Factors section with associated points and colors. A district will receive a green cell for the Compliance Factors if all schools within the district receive green cells for their Compliance Factors sections. A district will receive a red cell if any of its schools also receives a red cell for the Compliance Factors.

Calculation Sequence

- Calculate Top to Bottom list (TTB)
- Determine Priority schools (bottom 5%)
- Determine Focus schools (10% of schools with largest gaps)
- Calculate Participation and Proficiency
    - Participation determination sequence
        - Single year average
        - Two year average (only for math and reading in 2013)
        - Three year average (only for math and reading in 2013)
    - Proficiency determination sequence
        - Single year average
        - Two year average
        - Three year average (only for math and reading in 2013)
        - Safe harbor
    - Graduation determination sequence
        - 4-year rate
        - 5-year rate
        - 6-year rate
        - Improvement rate
    - Attendance determination sequence
        - Overall rate
        - Improvement rate
    - Educator Evaluations determinations
        - Label completion rate
    - Compliance Factor determinations
        - Reporting completion status
    - Determine overall scorecard color
- Calculate Beating the Odds (BTO)
- Determine Reward schools (attain an orange or higher overall on the scorecard, plus additional criteria)

Business Rules

Labels

- Labels are only given to schools, not districts
- Schools receive one label: Priority, Focus, Reward, or no label
    - o Priority = bottom 5% of Top to Bottom (TTB) list OR any school with an overall four year graduation rate of less than 60% for three consecutive years OR any Tier I or Tier II school using School Improvement Grant (SIG) funds to implement a turnaround model OR (Starting in 2014) Overall scorecard color red because of poor participation for two consecutive years or 3 out of 5 years
    - o Focus = 10% of schools with largest achievement gaps as calculated on TTB list
    - o Reward = orange or higher scorecard) and one of the following:
        - ▪ Top 5% of TTB list
        - ▪ Top 5% of schools on the improvement measures as calculated on TTB list
        - ▪ School identified on Beating the Odds list
        - ▪ School showing continuous improvement beyond 2022 proficiency targets (at least 85% proficiency for two consecutive years + having a positive 4-year improvement slope)
    - o No label = all schools not falling into the other labels' criteria

Colors

- Colors are given to both schools and districts
- The colors used are red, orange, yellow, lime, and green
    - o Red criteria – school/district overall
        - ▪ School labeled as Priority
        - ▪ School/district attains less than 50% of possible points (see Scorecard color section for more detail)
        - ▪ School/district has less than 95% participation rate (red cell) in at least two content areas for the "All Students" group
        - ▪ School/district has more than two red subgroup participation cells or a combination of one red "All Students" group and two or more red subgroup cells (see participation section for more detail)

- o Orange criteria – school/district overall
    - School/district attains at least 50% but less than 60% of possible points (see Scorecard color section for more detail)
    - School/district has two red subgroup participation cells or a combination of one red "All Students" group and one red subgroup cell (see participation section for more detail)
- o Yellow criteria – school/district overall
    - School/district has a red in one or more subgroups because of not meeting proficiency targets
    - School/district has a red because of not meeting overall graduation target ("All Students" group)
    - School/district has a red because of not meeting overall attendance targets
    - School/district has one red cell in one of the subgroups or one "All Students" group because of not meeting participation target
    - School/district has a red in the Educator Evaluation section
    - School has a red in the Compliance with State Law section
    - School/district attains 60% - less than 70% of possible points (see Scorecard color section for more detail)
- o Lime criteria – school/district overall
    - School/district attains at least 70% but less than 85% of possible points (see Scorecard color section for more detail)
    - School/district meets 95% participation requirement for all valid student groups
- o Green criteria – school/district overall
    - School not labeled as Priority
    - School/district meets 95% participation requirement for all valid student groups
    - School/district attains 85% or greater of possible points (see Scorecard color section for more detail)

Proficiency and Participation

- Overall criteria
    - o There are 12 potential student groups/subgroups for schools: All Students, Bottom 30% (for proficiency calculations only), American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or more races, Hispanic of any race, Economically Disadvantaged, English Language Learners, and Students with Disabilities

- o There are 13 potential student groups/subgroups for districts: All Students, Bottom 30%, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Two or more races, Hispanic of any race, Economically Disadvantaged, English Language Learners, Students with Disabilities, and Shared Educational Entity (SEE) Students
  - o The minimum n-size for subgroups is 30 unless a building or district has over 3000 students enrolled. For these larger buildings, the following rules apply:
    - ▪ Any entity with over 3000 students will have a minimum n-size for subgroups equal to 1% of the entity's enrollment (ex. Enrollment = 10,000, subgroup minimum n-size = 100)
    - ▪ Entities that have over 20,000 students enrolled have a capped minimum n-size of 200 for subgroups (ex. Enrollment = 25,000, subgroup minimum n-size = 200)
  - o There are five potential content areas: Mathematics, Reading, Writing, Science, and Social Studies
  - o Accountability calculations include participation and proficiency for any valid student group for any appropriate content area. The Bottom 30% subgroup will only be used in proficiency calculations, not participation
- - Participation criteria
  - o Participation target is 95% or two students
    - ▪ If student group size is 30-39, target is no more than two non-participants
    - ▪ If student group size is 40 or more, target is 95% participation
      - • Participation rate is rounded to nearest hundredth
  - o Student subgroups must have at least 30 students
    - ▪ If the "All Students" group does not have at least 30 students in one test cycle, a participation average will be calculated using up to three years of data in order to accumulate at least 30 students (This is only done for math and reading for 2013)
  - o Multiple year averaging is used if the single year participation rate is below 95% or the student group size is 30-39 and has more than two non-participants (this is only done for math and reading for 2013)
    - ▪ Three years' of participation data can be used
      - • Student groups with 30-39 students in a single year that accumulate 40 or more students using a multiple year average will be subject to the 95% participation rate and not the two-nonparticipant rule
  - o Student groups meeting the participation target for a particular content area are coded green
  - o Student groups not meeting the participation target for a particular content area are coded red
- - Proficiency criteria

- o Proficiency targets are different for each school/district
  - ▪ Targets are based on 2011-12 proficiency rates:
    - (85 – current percent proficient) / 10 = annual increment
    - Increments do not reset
    - Example School has 65% proficiency in 2011-12. (85 – 65)/10 = 2% annual increment. The school's target would be 67% in 2012-13, 69% in 2013-14, 71% in 2014-15, and so on.
  - ▪ Student proficiency is based on the same criteria as previous AYP rules
    - Students must attain a performance level of 1 or 2 OR
    - Students must attain a scale score that is within 2 standard errors of the proficient cut score. (provisionally proficient) OR
    - Students must demonstrate growth at a rate that show "Improvement" (I) or "Significant Improvement" (SI)
  - ▪ Multiple year proficiency averages (up to three years) can be used if a school/district does not meet its proficiency targets using a single year average (For 2013, up to three years will be used for math and reading, and up to two years will be used for science, social studies, and writing)
  - ▪ If a school/district does not meet its proficiency target using a 1, 2, or 3 year average, safe harbor calculations must be done.
- o Safe Harbor criteria
  - ▪ Safe harbor targets will be set for each grade level (elementary 3-5, middle school 6-9, high school 11) by content area
    - Statewide targets are set by finding the 3-year and 4-year improvement rate at the 80th percentile for the state for each grade level and content area (only math and reading for 2013)
      - o The data used to find the 80th percentile rates will be using proficiency data from school years 2009-10 through 2012-13
      - o Entities used to find the statewide targets must have at least 30 FAY students
      - o Targets will be set in 2012-13 and will be re-evaluated every three years
    - Schools/districts/subgroups with only three years of data will have a 3-year improvement slope calculated (only math and reading for 2013)
      - o The school/district/subgroup 3-year slope is only compared with the statewide 3-year slope
    - Schools/districts/subgroups with only two years of data will not have a slope calculated

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- o Schools/districts/subgroups with two years of data will need to show a 10% reduction in the percent of non-proficient students in the previous year (science, social studies, and writing will only use this method in 2013)
  - • A school/district must meet all school level safe harbor targets to meet overall safe harbor
    - o Ex. A K-8 building has a Hispanic subgroup that does not meet the proficiency target. The subgroup must meet the elementary safe harbor target and the middle school safe harbor target in order to meet the overall safe harbor target for the subgroup
- Color and points criteria for Scorecards
  - o Student groups meeting the participation target for a particular content area are coded green.
    - ▪ No points are associated with participation
  - o Student groups not meeting the participation target for a particular content area are coded red.
    - ▪ No points are associated with participation
  - o A proficiency cell is green for a student group's content area if they meet the proficiency target without needing to use safe harbor
    - ▪ Two points are awarded for a group's green proficiency cell
  - o A proficiency cell is yellow for a student group's content area if they meet the proficiency target using safe harbor
    - ▪ One point is awarded for a group's yellow proficiency cell
  - o A proficiency cell is green for the bottom 30% subgroup if the subgroup meets the proficiency target using safe harbor. This is the only subgroup with this exception
    - ▪ Two points are awarded for the bottom 30% subgroup's cell if they meet proficiency with or without safe harbor
  - o A proficiency cell is red for any student group that does not meet the proficiency target with or without safe harbor
    - ▪ Zero points are awarded for a group's red proficiency cell
  - o The total number of possible points for proficiency is the number of cells for which proficiency calculations are done multiplied by two
    - ▪ Example School has 5 valid student groups and all 5 student groups were assessed in all 5 content areas. 5 x 5 = 25 cells. 25 cells x 2 possible points each = 50 possible proficiency points

Graduation Rate

- Graduation rates are given to both schools and districts
    - All valid subgroups except the bottom 30% subgroup must meet the graduation rate target
    - Graduation rates are the same for all content areas
    - Graduation rates are calculated by the Center for Educational Performance and Information (CEPI)
- Graduation rates are based on previous Annual Yearly Progress (AYP) criteria
    - The graduation rate target is 80% for schools/districts
    - 4, 5, and 6 year rates are calculated. Any rate that is at least 80% qualifies for making the target
    - A graduation rate improvement calculation is done if a school/district does not meet the 80% target using a 4, 5, or 6 year rate
- Graduation Rate Points and Colors
    - If a school/district/subgroup meets or exceeds the graduation rate target of 80%, it will receive a "Green" for graduation rate and the full point value for the cell (2 points)
    - If a school/district/subgroup makes the graduation rate improvement target, it will receive a "Yellow" and half of the point value for the cell (1 point)
    - If a school/district/subgroup misses both the rate and the improvement targets, they will receive a "Red" and no point value for the cell
    - A school/district is automatically yellow if it has a "Red" for the "All Students" group.
- Graduation rate will count as though it were an additional subject on a school's/district's scorecard.

Attendance Rate

- Attendance rates are given to schools/districts
    - Schools/districts will only use attendance in lieu of graduation rates when the school/district does not graduate students
    - An attendance rate is only calculated for the school/district as a whole. There are no subgroup attendance rates
- Attendance rates are based on existing AYP criteria
    - The attendance target is 90%

- o If a school/district does not meet the 90% target an improvement calculation is done
  - ▪ The improvement target is equivalent to 10% of the school's/district's previous year's attendance rate
    - • Improvement target = (previous year's attendance rate x 0.10) + previous year's attendance rate
- Attendance rate colors and points
  - o The maximum number of points a school/district can earn for attendance is two; green, yellow, and red are used as color indicators
    - ▪ A school/district having an overall attendance rate of 90% or greater will receive a green indicator and two points
    - ▪ A school/district having an overall attendance rate of less than 90% but meeting its attendance improvement target will receive a yellow indicator and one point
    - ▪ A school/district not meeting the attendance rate or the improvement target will receive a red indicator and zero points
    - ▪ A school/district receiving a red indicator for attendance cannot have an overall color ranking better than yellow

Educator Evaluations

- Educator Evaluation ratings are given to both schools and districts
  - o There are two components to this section: Effectiveness Labels and TSDL Completion
- Completion data will be calculated and supplied by CEPI (used for both metrics)
- The Educator Evaluations section will count for five percent of a school/district's overall available points
  - o Schools/districts reporting labels for 100% of educators (Effectiveness Labels) and schools/districts reporting at least 95% of students in its TSDL (TSDL Completion) will receive a green indicator, full points, and have a label "In Good Standing"
  - o Schools/districts reporting labels for less than 100% of educators or less than 95% of students in its TSDL will receive a red indicator, no points, and a label of "Not in Good Standing" and cannot have an overall color ranking better than yellow

Compliance Factors

- Compliance Factor ratings are given to both schools and districts

- The Bureau of Assessment and Accountability will supply reporting completion data
- Schools/districts are required by state law to complete annual reports
- Compliance Factors will count for five percent of a school/district's overall available points
    - Schools completing all required reports will receive a green indicator, full points, and have a label "Complete"
    - Schools not completing all required reports will receive a red indicator, no points, and a label of "Incomplete" and cannot have an overall color ranking better than yellow
    - Some schools/districts may not have reporting requirements. These schools/districts will receive a green indicator, no points (awarded or counted in denominator), and a label of "None"
    - Districts with 100% of its schools receiving a green indicator will also receive a green indicator, full points, and have a label of "Complete"
    - Districts with less than 100% of its schools receiving a green indicator will receive a red indicator, no points, and a label of "Incomplete" and cannot have an overall color ranking better than yellow

Business Rules Examples

This section examines three schools and one district and provides a high-level walkthrough of determining overall and individual colors and labels for a scorecard.

Washington High School

Washington High School enrolls students in grades 9 – 12. The current enrollment is roughly 1200 students spread evenly across all grades. The school has the following subgroups: All Students, Bottom 30%, Hispanic, White, Limited English Proficient (LEP), Students with Disabilities (SWD), and Economically Disadvantaged (ED).

Determine Priority/Focus status:
Washington High School has a percentile rank of 41 on the Top to Bottom list. The graduation rate has not been below 60% for three consecutive years. They are not among schools with the highest achievement gaps.

Washington High School is not labeled a Priority or Focus school.

Determine Scorecard status:
The school gave the Michigan Merit Exam to 11th grade students, and the MEAP social studies test to 9th grade students.

Participation
The single year overall participation rate for math, reading, writing, and science is 92%. The single year overall participation rate for social studies is 96%. The two year overall participation rate for math, reading, writing, and science is 95%. The school meets the participation requirement for the All Students groups using a two year average rate for all content areas except social studies (which meets the target using a single year rate).
The valid subgroups all meet the participation requirement using the single year average except for the SWD subgroup. The SWD subgroup has an 88% single year participation rate in all content areas, an 89% two year rate in all content areas, and a 93% three year rate in all content areas.

The participation cells would have green indicators in all content areas for All Students, Hispanic, White, LEP, and ED groups.

The participation cells would have red indicators in all content areas for the SWD group.

Proficiency
Current 9th grade students' social studies results feed back to the middle school. They are not used in calculating proficiency rates for the high school.

The proficiency targets are: 45% math, 55% reading, 48% writing, 23% science, and 44% social studies.

The All Students and white groups meet the proficiency targets in all content areas using a single year average.

The Bottom 30% and SWD groups meet the math, reading and social studies targets using a single year average. The groups also make the writing target using safe harbor. The science target is not attained at all.

The Hispanic and LEP groups meet the math and science targets using a single year average. They make the reading and social studies targets using safe harbor. The writing target is not attained at all.

The ED group meets math, reading, writing, and social studies using single and two year averages. The group meets the science target using safe harbor.

All Students and the white group would have green cells and 2 points each in all content areas (20/20 points)

The Bottom 30% group has green cells for math, reading, writing, and social studies (2 points each). The group has a red cell for science. 8/10 points are attained.

The SWD group has green cells for math, reading, and social studies (2 points each). The group has a yellow cell for writing (1 point). The group has a red cell for science (0 points). 7/10 points are attained.

The Hispanic and LEP groups have green cells for math and science (2 points each cell). They have yellow cells for reading and social studies (1 point each cell). The writing cells are red for both groups (0 points). 12/20 points are attained.

The ED group has green cells for math, reading, writing, and social studies (2 points each cell). The group has a yellow cell for science (1 point). 9/10 points are attained.

Overall proficiency points attained are 56/70.

Graduation:
Graduation rates are calculated for the All Students, Hispanic, White, LEP, SWD, and ED groups.

Total possible points for graduation are 12 (six student groups x two points possible per group).

The All Students, Hispanic, White, and ED groups all have graduation rates higher than 80% using 4, 5, or 6 year rates. Each of these groups has a green cell and 2 points. The LEP group meets the graduation improvement target. They get a yellow cell and 1 point. The SWD group does not meet the graduation targets using any method. They get a red cell and 0 points.

Total graduation points attained are 9/12.

Attendance:
Graduation is used in lieu of attendance.

Educator Evaluations:
The school submitted labels for 100% of its educators and had a student TSDL inclusion rate of 98%. It gets a green cell, 3.5 points (5% of 70), and an "In Good Standing" label.

Compliance Factors:
The school completed its required annual reports. It gets a green cell, 3.5 points (5% of 70) and a "Complete" label.

Determine Overall Scorecard Color:

The school had 70 possible proficiency points, 12 possible graduation points, 3.5 possible educator evaluation points, and 3.5 compliance factor points. The school attained 56

proficiency points, 3.5 educator evaluation points, 3.5 compliance factor points, and 9 graduation points. 72/89 = 80.9%

The school also had the following red cells:
5 red cells for participation (SWD group in each content area)
2 red cells for science proficiency (Bottom 30% and SWD)
2 red cells for writing proficiency (Hispanic and LEP)
1 red cell for graduation rate (SWD)

The school gets a red overall color. They have more than two red subgroup participation cells.

Determine Overall Label:
The school did not fit the Priority or Focus school criteria. Due to its overall red color on the scorecard, the school cannot be labeled a Reward school. The school does not get any overall label.

Lincoln Elementary School

Lincoln Elementary School enrolls students in grades K - 5. The current enrollment is roughly 600 students spread evenly across all grades. The school has the following subgroups: All Students, Bottom 30%, White, and Economically Disadvantaged (ED).

Determine Priority/Focus status:
Lincoln Elementary School has a percentile rank of 94 on the Top to Bottom list. They are not among schools with the highest achievement gaps.

Lincoln Elementary School is not labeled a priority or focus school.

Determine Scorecard status:
The school gave the MEAP, MI-Access, and MEAP-Access to students in grades 3-5. Additionally, 6th grade scores from the middle school will feed back to this school as these students attended this elementary school as 5th graders.

Participation
The single year overall participation rate for math, reading, writing, social studies, and science is 98%. The school meets the participation requirement for the All Students groups using a single year average rate for all content areas.
The valid subgroups all meet the participation requirement using the single year average.

The participation cells would have green indicators in all content areas for All Students, White, and ED groups.

Proficiency
The proficiency targets are: 63% math, 74% reading, 57% writing, 31% science, and 52% social studies.

The All Students and white groups meet the proficiency targets in all content areas using a single year average.

The Bottom 30% and ED groups meet all content areas using safe harbor.

All Students, Bottom 30% and the white group would have green cells and 2 points each in all content areas (30/30 points)

The ED group has yellow cells in all content areas (1 point each). 5/10 points are attained.

Overall proficiency points attained are 35/40.

Attendance:
An attendance rate is calculated for the building as a whole.

Total possible points for attendance are 2.

The school has an overall attendance rate of 94%.

Total attendance points attained are 2. The attendance indicator is green.

Graduation:
Attendance is used in lieu of graduation.

Educator Evaluations:
The school submitted labels for 100% of its educators and it included 100% of students in its TSDL collection. It gets a green cell, 2 points (5% of 40), and an "In Good Standing" label.

Compliance Factors:
The school completed its required annual reports. It gets a green cell, 2 points (5% of 40), and a "Complete" label.

Determine Overall Scorecard Color:

The school had 40 possible proficiency points, 2 possible educator evaluation points, 2 possible compliance factor points, and 2 possible attendance points. The school attained 35 proficiency points, 2 educator evaluation points, 2 compliance factor points, and 2 attendance points. 41/46 = 89.1%

The school also had the following yellow cells:
5 yellow cells for ED group's proficiency made using safe harbor

The school gets a green overall color. They have attained at least 85% of their possible points and have no red cells.

Determine Overall Label:
The school did not fit the Priority or Focus school criteria. The school is ranked in the 94th percentile on the TTB list. They were not ranked in the top 5% of school improvement measures. The school was not identified on the BTO list, nor is it showing continuous improvement beyond the 2022 proficiency targets.

This school would not receive a label.

Adams Middle School

Adams Middle School enrolls students in grades 6 - 8. The current enrollment is roughly 900 students spread evenly across all grades. The school has the following subgroups: All Students, Bottom 30%, White, Hispanic, Students with Disabilities (SWD), and Economically Disadvantaged (ED).

Determine Priority/Focus status:
Adams Middle School has a percentile rank of 72 on the Top to Bottom list. They are listed among schools with the highest achievement gaps.

Adams Middle School is labeled a Focus school.

Determine Scorecard status:
The school gave the MEAP, MI-Access, and MEAP-Access to students in grades 6-8. Additionally, 9th grade scores from the high school will feed back to this school as these students attended this middle school as 8th graders.

Participation
The single year overall participation rate for math, reading, writing, social studies, and science is 96%. The school meets the participation requirement for the All Students groups using a single year average rate for all content areas.
The valid subgroups all meet the participation requirement using the single year average.

The participation cells would have green indicators in all content areas for All Students, White, Hispanic, SWD, and ED groups.

Proficiency

The proficiency targets are: 34% math, 42% reading, 29% writing, 17% science, and 33% social studies.

The All Students, Hispanic, White, and ED groups meet the proficiency targets in all content areas using a single year average.

The Bottom 30% and SWD groups meet all content areas using safe harbor.

All Students, Bottom 30%, Hispanic, ED and the white groups would have green cells and 2 points each in all content areas (50/50 points)

The SWD group has yellow cells in all content areas (1 point each). 5/10 points are attained.

Overall proficiency points attained are 55/60.

Attendance:
An attendance rate is calculated for the building as a whole.

Total possible points for attendance are 2.

The school has an overall attendance rate of 81%. The school meets its attendance improvement target.

Total attendance points attained are 1. The attendance indicator is yellow.

Graduation:
Attendance is used in lieu of graduation.

Educator Evaluations:
The school submitted labels for 100% of its educators and it included 97% of its students in the TSDL collection. It gets a green cell, 3 points (5% of 60), and an "In Good Standing" label.

Compliance Factors:
The school completed its required annual reports. It gets a green cell, 3 points (5% of 60), and a "Complete" label.

Determine Overall Scorecard Color:

The school had 60 possible proficiency points, 3 possible educator evaluation points, 3 possible compliance factor points, and 2 possible attendance points. The school attained 55 proficiency points, 3 educator evaluation points, 3 compliance factor points, and 1 attendance point. 62/68 = 91.18%

The school also had the following yellow cells:
5 yellow cells for ED group's proficiency made using safe harbor

The school gets a dark green overall color. They earned over 85% of their possible points and had no red areas on the scorecard.

Determine Overall Label:
The school was determined to have large enough achievement gaps to be labeled a Focus school.

Capital City Public Schools

Capital City Public Schools enrolls students in grades K - 12. The current enrollment is roughly 4000 students spread evenly across all grades. The district has the following subgroups: All Students, Bottom 30%, White, Black, Hispanic, Limited English Proficient (LEP), Students with Disabilities (SWD), and Economically Disadvantaged (ED).

Determine Priority/Focus status:
Not applicable for a district

Determine Scorecard status:
The district gave the MME, MEAP, MI-Access, and MEAP-Access to students in grades 3-9, And 11.

Participation
The district meets the participation rate using the single year or two year averages for all groups and all content areas.

The participation cells would have green indicators in all content areas for All Students, White, Black, Hispanic, LEP, SWD, and ED groups.

Proficiency
The proficiency targets are: 36% math, 39% reading, 28% writing, 18% science, and 35% social studies.

The Black, Hispanic, White, and ED groups meet the proficiency targets in all content areas using a single or two year average.

The Bottom 30% and SWD groups meet all content areas using safe harbor.

The All Students group meets the proficiency targets in math, reading, writing, and social studies using a multi-year average. The All Students group does not meet the science proficiency target.

The LEP group meets proficiency targets in math, reading, and social studies using safe harbor. The LEP group does not meet proficiency targets for science or writing.

Black, Hispanic, ED and the white groups would have green cells and 2 points each in all content areas (40/40 points)

The Bottom 30% and SWD groups have yellow cells in all content areas (1 point each). 10/20 points are attained.

The All Students group has green cells in math, reading, writing, and social studies (2 points each). The All Students group has a red cell in science (0 points). 8/10 points attained.

The LEP group has yellow cells for math, reading, and social studies (1 point each). The LEP group has red cells for science and writing (0 points each). 3/10 points attained

Overall proficiency points attained are 61/80.

Attendance:
Graduation is used in lieu of attendance.

Graduation:
Graduation rates are calculated for the All Students, Black, Hispanic, White, LEP, SWD, and ED groups.

Total possible points for graduation are 14 (2 points x 7 student groups).

The All Students, Black, Hispanic, White, and ED groups all have graduation rates higher than 80% using 4, 5, or 6 year rates. Each of these groups has a green cell and 2 points. The LEP group meets the graduation improvement target. They get a yellow cell and 1 point. The SWD group does not meet the graduation targets using any method. They get a red cell and 0 points.

Total graduation points attained are 11/14.

Educator Evaluations:
The district submitted labels for 95% of its educators. It included 99% of its students in the TSDL collection. It gets a red cell, 0 points, and a "Not In Good Standing" label.

Compliance Factors:
The district completed its required annual reports. It gets a green cell, 4 points (5% of 80), and a "Complete" label.

Determine Overall Scorecard Color:

The district had 80 possible proficiency points, 4 possible educator evaluation points, 4 possible compliance factor points, and 14 possible graduation points. The district attained 61 proficiency points, 0 educator evaluation points, 4 compliance factor points, and 11 graduation points. 76/102 = 74.5%

The district also had the following red cells:
1 red cell in the All Students group for science proficiency
2 red cells in the LEP group for science and writing
1 red cell for not submitting all Educator Evaluation labels

The district receives a yellow overall color. They had at least one red cell even though the points earned were over 70%.

Determine Overall Label:
Districts do not get labels.